

# Title II

## Higher Education Act

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University of Nebraska at Kearney

Traditional Program

2011-12

### Print Report Card

#### Institution Information

**Name of Institution:** University of Nebraska at Kearney

**Institution/Program Type:** Traditional

**Academic Year:** 2011-12

**State:** Nebraska

**Address:** College of Education C116

1615 West 24th Street

Kearney, NE, 68849

**Contact Name:** Dr. Dennis Potthoff

**Phone:** 302-865-8814

**Email:** potthoffd@unk.edu

**Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?**

<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>

No

**If yes, provide the following:**

**Award year:**

**Grantee name:**

**Project name:**

**Grant number:**

**List partner districts/LEAs:**

**List other partners:**

**Project Type:**

## Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at

<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Adapted Physical Education PK-12	No
Art K-12	No
Basic Business 6-12	No
Biology 7-12	No
Business, Marketing, and Information Technology 6-12	No
Chemistry 7-12	No
Cooperative Education--Diversified Occupations 9-12	No
Driver Education 7-12	No
Early Childhood Unified Birth-3	No
Elementary Education K-6	No
English 7-12	No
English as a Second Language PK-12	No
French 7-12	No
Geography 7-12	No
German 7-12	No
Health 7-12	No
Health and Physical Education K-12	No
History 7-12	No
Interscholastic Coaching 7-12	No
Language Arts 7-12	No
Mathematics 7-12	No
Middle Grades 4-9	No
Mild/Moderate Disabilities 7-12	No
Mild/Moderate Disabilities K-6	No
Music K-12	No
Physical Education 7-12	No
Physical Education K-6	No
Physics 7-12	No
Political Science 7-12	No

Psychology 7-12	No
Social Science 7-12	No
Sociology 7-12	No
Spanish 7-12	No
Speech Communication 7-12	No
Theatre 7-12	No
<b>Total number of teacher preparation programs: 35</b>	

### Section I.b Admissions

**Indicate when students are formally admitted into your initial teacher certification program:**

Sophomore year when requirements are completed

**Does your initial teacher certification program conditionally admit students?**

No

**Provide a link to your website where additional information about admissions requirements can be found:**

<http://aaunk.unk.edu/catalogs/12-13cat/default.asp#grad>

**Please provide any additional about or exceptions to the admissions information provided above:**

Successful completion of the PRAXIS I (PPST) is based on using a total score calculation for all three tests. The sum total must be at least a minimum score of 513. Candidates must pass at least two of the tests and be within one point for the third test.

### Section I.b Undergraduate Requirements

**Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))**

**Are there initial teacher certification programs at the undergraduate level?**

Yes

**If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.**

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No

Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Other		

**What is the minimum GPA required for admission into the program?**

2.5

**What was the median GPA of individuals accepted into the program in academic year 2011-12**

3.42

**What is the minimum GPA required for completing the program?**

2.5

**What was the median GPA of individuals completing the program in academic year 2011-12**

3.42

### Section I.b Postgraduate Requirements

**Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))**

**Are there initial teacher certification programs at the postgraduate level?**

Yes

**If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.**

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No

Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Other	No	No

**What is the minimum GPA required for admission into the program?**

2.5

**What was the median GPA of individuals accepted into the program in academic year 2011-12**

3.54

**What is the minimum GPA required for completing the program?**

2.5

**What was the median GPA of individuals completing the program in academic year 2011-12**

3.53

### Section I.c Program Enrollment

**Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.**

Total number of students enrolled in 2011-12:	566
Unduplicated number of males enrolled in 2011-12:	138
Unduplicated number of females enrolled in 2011-12:	428

2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	26
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	5
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	510
Two or more races:	8

## Section I.d Supervised Experience

**Provide the following information about supervised clinical experience in 2011-12.**

Average number of clock hours of supervised clinical experience required prior to student teaching	125
Average number of clock hours required for student teaching	720
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	24
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	14
Number of students in supervised clinical experience during this academic year	815

**Please provide any additional information about or descriptions of the supervised clinical experiences:**

Initial candidates in all endorsement programs complete a minimum of 100 hours of supervised clinical experiences prior to student teaching. Not counted in these hourly totals are the field experiences completed prior to admission into the Teacher Education Program (an additional 50 clock hours). The reported average of 125 clock hours prior to student teaching is reflective of variation across programs. Candidates in K-12 (Art, Music, Physical Education), Middle Grades (4-9) and Secondary 7-12 (History, English, etc.) endorsement programs complete 100 hours. Candidates in the Elementary Education, Mild/Moderate Special Education K-6, and Early Childhood Unified Education programs complete 150 hours of supervised experiences prior to student teaching. All traditional candidates are required to complete a minimum of 640 clock hours within a 16 week student teaching assignment. Candidates seeking two field endorsements (a significant percentage of the candidates in the Elementary Education, Early Childhood Unified Education, and Mild/Moderate Special Education K-6 programs) complete an 800 hour/20 week student teaching assignment. All candidates are placed in a classroom with a fully certified cooperating teachers. The number of students in supervised clinical experiences during this academic year is not void of duplication. There are two key reasons why the total number of students in supervised clinical field experiences (815) has some duplication. First, candidates in some programs (i.e. Elementary Education, Special Education, and Early Childhood Unified Education) are often enrolled in multiple field experiences during the same semester. Second, many spring student teachers were enrolled in a pre-student teaching field experience course during the fall semester. The only way to eliminate duplication is to review each candidates program of study or create a data base just to track this type of enrollment (which we do not currently have).

## Section I.e Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))**

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	29
Teacher Education - Early Childhood Education	23

Teacher Education - Elementary Education	76
Teacher Education - Junior High/Intermediate/Middle School Education	10
Teacher Education - Secondary Education	97
Teacher Education - Multiple Levels	52
Teacher Education - Agriculture	
Teacher Education - Art	8
Teacher Education - Business	9
Teacher Education - English/Language Arts	17
Teacher Education - Foreign Language	12
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	9
Teacher Education - Music	11
Teacher Education - Physical Education and Coaching	39
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	9
Teacher Education - Social Science	33
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	2
Teacher Education - History	8
Teacher Education - Physics	
Teacher Education - Spanish	10
Teacher Education - Speech	1
Teacher Education - Geography	1
Teacher Education - Latin	
Teacher Education - Psychology	1
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	17
Teacher Education - Bilingual, Multilingual, and Multicultural Education	

Education - Other	1
Specify : Religious Education (1)	

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	27
Teacher Education - Early Childhood Education	21
Teacher Education - Elementary Education	73
Teacher Education - Junior High/Intermediate/Middle School Education	10
Teacher Education - Secondary Education	67
Teacher Education - Agriculture	
Teacher Education - Art	6
Teacher Education - Business	2
Teacher Education - English/Language Arts	15
Teacher Education - Foreign Language	10
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	9
Teacher Education - Music	11
Teacher Education - Physical Education and Coaching	30
Teacher Education - Reading	
Teacher Education - Science	7
Teacher Education - Social Science	27
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	1



Teacher Education - History	6
Teacher Education - Physics	
Teacher Education - Spanish	9
Teacher Education - Speech	1
Teacher Education - Geography	1
Teacher Education - Latin	
Teacher Education - Psychology	1
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	17
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	2
Social Sciences	5
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	2
History	2
Foreign Languages	2
Family and Consumer Sciences/Human Sciences	5
English Language/Literature	2
Philosophy and Religious Studies	1
Agriculture	
Communication or Journalism	
Engineering	
Biology	2
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	

Phy sics	
Business/Business Administration /Accounting	7
Com puter and Information Sciences	
Other Specify : Exercise Science/Athletic Training (9);	9

### Section I.f Program Completers

**Provide the total number of teacher preparation program completers in each of the following academic years:**

2011-12: 184

2010-11: 181

2009-10: 169

### Section II. Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

**Academic year 2011-12**

**Did your program prepare teachers in mathematics in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2011-12?**

7

**Did your program meet the goal for prospective teachers set in mathematics in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

Nine program completers were certified in mathematics -- three were endorsed to teach secondary (Grades 7-12) and six were certified to teach middle grades (Grades 4-9) mathematics.

Instructors of introductory education courses, the KASE (teacher certification) Office, and academic advisers inform students about short/high demand teaching areas. Teaching candidates are also encouraged to consider adding a second endorsement in a shortage area as a strategy for enhancing employability.

It was a rough year for scholarship support. The Attracting Excellence to Teaching Scholarships were not available in 2011-2012. This left only the Federal Teach Grant to support students in these shortage areas.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

We more fully recognize the value of scholarship support. Among other, scholarship programs in math teachers provide a potentially decisive counter argument for mathematics majors who are aware of the more lucrative career options available to them. We need to seek out more scholarship support/programs.

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2012-13**

**Is your program preparing teachers in mathematics in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2012-13?**

8

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

**Will your program prepare teachers in mathematics in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2013-14?**

9

**Provide any additional comments, exceptions and explanations below:**

**Section II. Annual Goals - Science**

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

**Academic year 2011-12**

**Did your program prepare teachers in science in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in science in 2011-12?**

6

**Did your program meet the goal for prospective teachers set in science in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

In 2011-2012, nine program completers were endorsed in science. Three were endorsed in Biology 7-12, one was endorsed in Physical Science 7-12, and five were endorsed to teach middle grades 4-9.

Instructors of introductory education courses, the KASE (teacher certification) Office, and academic advisers inform students about short/high demand teaching areas. Teaching candidates are also encouraged to consider adding a second endorsement in a shortage area as a strategy for enhancing employability.

It was a rough year for scholarship support. The Attracting Excellence to Teaching Scholarships were not available in 2011-2012. This left only the Federal Teach Grant to support students in these shortage areas.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

We more fully recognize the value of scholarship support. Among other, scholarship programs for science teaching candidates provide a potentially decisive counter argument for majors in science fields who are aware of the more lucrative career options available to them. We need to seek out more scholarship support/programs.

**Provide any additional comments, exceptions and explanations below:****Academic year 2012-13****Is your program preparing teachers in science in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in science in 2012-13?**

76

**Provide any additional comments, exceptions and explanations below:****Academic year 2013-14****Will your program prepare teachers in science in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in science in 2013-14?**

8

**Provide any additional comments, exceptions and explanations below:****Section II. Annual Goals - Special Education**

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the

Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\), §206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

**Academic year 2011-12**

**Did your program prepare teachers in special education in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in special education in 2011-12?**

18

**Did your program meet the goal for prospective teachers set in special education in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

Goal was met. A total of 29 program completers were endorsed in Mild/Moderate K-6 (20) and/or Mild/Moderate 7-12 (9).

Instructors of introductory education courses, the KASE (teacher certification) Office, and academic advisers inform students about short/high demand teaching areas.

Teaching candidates are also encouraged to consider adding a second endorsement in a shortage area as a strategy for enhancing / expanding employment options. In 2011-2012, we experienced success in convincing Elementary Education and Early Childhood Unified education teaching candidates to also add a Mild/Moderate K-6 endorsement. We also experienced some success in convincing M/M K-6 candidates to add the M/M 7-12 endorsement.

Over the past 3-5 years we've also created online course delivery options in the area of special education and Early Childhood Unified Education. The online format has attracted teaching candidates that otherwise would not have enrolled at UNK.

It was a rough year for scholarship support. The Attracting Excellence to Teaching Scholarships were not available in 2011-2012. This left only the Federal Teach Grant to support students in these shortage areas.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

We plan to continue to expand our online course offerings in the special education areas.

We more fully recognize the value of scholarship support. Scholarship programs which target shortage fields provide a potentially decisive counter argument for teaching candidates who are considering more lucrative career options. We need to seek out more scholarship support/programs.

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2012-13**

**Is your program preparing teachers in special education in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in special education in 2012-13?**

19

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

**Will your program prepare teachers in special education in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in special education in 2013-14?**

20

**Provide any additional comments, exceptions and explanations below:**

## Section II. Annual Goals - LEP

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

**Academic year 2011-12**

**Did your program prepare teachers in instruction of limited English proficient students in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?**

12

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

Goal was met. A total of 17 program completers were endorsed in English as a Second Language (K-12).

Instructors of introductory education courses, the KASE (teacher certification) Office, and academic advisers inform students about short/high demand teaching areas.

Teaching candidates are also encouraged to consider adding a second endorsement in a shortage area as a strategy for enhancing / expanding employment options. In 2011-2012, we experienced success in convincing Elementary Education, Early Childhood Unified Education, and Secondary level teaching candidates to add the ESL endorsement.

Over the past 3-5 years we've also created online course advanced level delivery options in the ESL area. The online format has attracted a modest number of practicing teachers to add the ESL supplemental endorsement.

It was a rough year for scholarship support. The Attracting Excellence to Teaching Scholarships were not available in 2011-2012. This left only the Federal Teach Grant to support students in these shortage areas.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

To seek out promising scholarship opportunities -- including a Kiewit Scholarship Program (applicants must be bilingual).

To expand our efforts to attract practicing teachers who recognize the value of gaining additional expertise in working with ELL students.

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2012-13**

**Is your program preparing teachers in instruction of limited English proficient students in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?**

13

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2013-14**

**Will your program prepare teachers in instruction of limited English proficient students in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?**

14

**Provide any additional comments, exceptions and explanations below:**

**Section II. Assurances**

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment

**trends.**

Yes

**Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

Yes

**Prospective general education teachers are prepared to provide instruction to students with disabilities.**

Yes

**Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

Yes

**Prospective general education teachers are prepared to provide instruction to students from low-income families.**

Yes

**Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution's most successful strategies in meeting the assurances listed above:**

Candidates admitted to initial certification programs in Elementary Education K-6, Mild/Moderate Special Education K-6, Physical Education K-6, and Early Childhood Unified Education Birth-Grade 3, complete the same academic core courses as well as the same pedagogical core courses for the literacy and mathematics areas. Candidates in these three programs also complete the same core courses that focus on individual differences and multi-cultural issues. All PK-12 and 7-12 candidates in areas other than the four mentioned above take a course on teaching reading to all students and on adapting instruction to specific learning needs using the Universal Design for Learning format. Beginning with the first course in the professional sequence, TE 100, all candidates have opportunities to have field and/or clinical experiences in diverse settings.

### Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	102	180	102	100
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	449	180	449	100
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	186	180	186	100



ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	181	180	178	98
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	162	180	160	99
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	102	179	102	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	450	178	449	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	187	178	187	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	182	178	179	98
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	163	178	161	99
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	102	176	102	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	450	176	449	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	188	176	187	99
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	183	176	177	97
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	163	177	160	98

### Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	189	188	99
All program completers, 2010-11	183	171	93
All program completers, 2009-10	164	157	96

## Section IV. Low-Performing

**Provide the following information about the approval or accreditation of your teacher preparation program.**

**Is your teacher preparation program currently approved or accredited?**

Yes

**If yes, please specify the organization(s) that approved or accredited your program:**

State

NCATE

**Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?**

No

## Section V. Technology

**Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**

Yes

- **use technology effectively to collect data to improve teaching and learning**

Yes

- **use technology effectively to manage data to improve teaching and learning**

Yes

- **use technology effectively to analyze data to improve teaching and learning**

Yes

**Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

Technology is one of the three strategic themes that are showcased in the unit's NCATE Conceptual Framework. The effective use of technology is transparent. All classrooms in the College of Education building are equipped with Smart Boards. The COE building also is home for two computer labs, two I-Pad labs, and two mobile laptop labs. At the initial level, all baccalaureate candidates are required to take a course (TE206: Instructional Technology and the Pre-service Teacher) to develop technology skills typically used by teachers. Candidates also use technology within their respective methods courses and learn how to use technology relevant to their field. In 2011-12, the campus continued its commitment to a multi-year "I-Pad" pilot project; hundreds of initial teaching candidates have already received I-Pads which will be available for them to use for the rest of their undergraduate career. A very active "I-Pad users group" is creating a multitude of opportunities for faculty to enhance their own

technology skills. This well organized professional development program has elevated faculty skill in modeling how technology can most effectively be used as a tool for student learning. Candidate use of technology extends well beyond the use of laptops and I-Pad/Tablet technology. All Initial candidates also use TaskStream (TS). TS is a web-based portfolio and teacher support system that facilitates assessment development and data collection and analysis. All initial candidates also gain first-hand experience with technology through the routine use of Blackboard in a large majority of their classes. Candidates' use of Universal design is being taught in the reading and inclusion course (TE306) and in special education classes that are in the core for elementary education, early childhood, and special education majors. Technology tools are a prominent component of a systematic, multi-year effort to promote faculty and initial candidates' knowledge and skills in the area of differentiated instruction. The level of support for using technology as a key tool for differentiating instruction is particularly impressive; the faculty members teaching professional education courses recently completed the third year of a three year sequence of professional development activities focusing on the concept of differentiated instruction.

## Section VI. Teacher Training

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare general education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Diversity is one of the three strategic themes in the unit's NCATE Conceptual Framework. A commitment to more effectively teaching all students, regardless of their gender, race-ethnicity, socioeconomic status, learning background, first language, etc., is central to this commitment to diversity. All initial candidates are required to take an introductory course (TE204: Typical and Atypical Human Growth and Development) which provides a solid foundation for understanding student exceptionalities and also provides a foundation for candidates' further study. All Early Childhood Unified, Elementary Education, M/M Special Education K-6, PE K-6, and Middle Grades candidates subsequently enroll in TE411, Inclusive Practices in Pre-8 Classrooms while all Secondary (7-12) and K-12 candidates enroll in TE306, Reading and Inclusion in Secondary Classrooms. Both of these upper division courses hone in on learning strategies for modifying the curriculum to maximize the learning potential for all students – particularly students with identified exceptionalities. Commitment to preparing initial candidates for effectively teaching all students is also evident in the field experience components of the teacher preparatory experience. All candidates spend time in diverse school settings. The expectations for candidate performance in field experiences, especially including the clinical (student teaching) semester, include successful completion of assignments which require

candidates to demonstrate an ability to engage in data-driven, differentiated lesson planning. Orienting initial candidates to second language acquisition knowledge, skills, and dispositions begins in the freshman level introductory course and field experiences. The study of concepts associated with working with limited English proficient students is embedded across methods courses. Each year, approximately 25 initial candidate program completers graduate with an ESL teaching endorsement. In 2011-2012, unit faculty extended their ongoing commitment to diversity; professional education faculty completed a three year professional development program focusing on differentiated instruction strategies to integrate into their own instruction and curricula.

**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

All initial level candidates that are pursuing a special education endorsement are required to take the introductory course, TE 204 Typical and Atypical Human Growth and Development. TE 204 provides the foundation for continued study of human exceptionalities. In addition, all candidates pursuing certification in Early Childhood Unified Education or Mild/Moderate Special Education K-6 complete TE 411, Inclusive Practices in Pre-8 Classrooms. Candidates pursuing the Mild/Moderate Special Education 7-12 endorsement complete TE 306, Reading and Inclusion in Secondary/K-12 Classrooms. Candidates pursuing one of the special education endorsements also complete an additional 19+ credit hours of coursework specifically designed to develop their teaching knowledge and skills in regard to working with students with disabilities. One of the courses, TESE 430 Collaboration, Consultation, and Teamwork, specifically focuses on developing their ability to work within individualized education teams. Also, during the clinical (student teaching) semester, all special education candidates are required to develop an IEP. The teacher preparatory experience for general education-endorsed initial candidates also includes preparation for teaching English Language Learners. For all initial candidates, this process begins in the freshman level introductory course and field experiences and all candidates' knowledge, skills, and dispositions for working with English Language Learners is further developed via the infusion of concepts associated with working with limited English proficient students throughout methods courses.

Finally, the unit encourages all initial candidates, both those pursuing a general education endorsement and those seeking a special education endorsement, to consider also pursuing an ESL teaching endorsement. Each year, approximately 25 initial candidate program completers graduate with the ESL endorsement. The ESL endorsement involves completing an additional twenty credit hours of coursework.

## Section VII. Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

In 2011-2012, initial candidates enrolled in 18 subject endorsements, 12 field endorsements, and 5 supplemental teaching endorsements. The supplemental endorsements (Adaptive Physical Education PK-12, Cooperative Education—Diversified Occupations 9-012, Driver Education 7-12, English as a Second Language Pk-12, and Interscholastic Coaching 7-12) are not stand alone; they must be added to a subject or field endorsement. Because of this, enrollment in these programs was not reported. Candidates must pass through four gateways in order to complete the Teacher Education Program: 1) admission to the program; 2) admission to student teaching; 3) successful completion of student teaching; and 4) completion of Unit and program requirements for the baccalaureate degree. The final step, applying for certification, occurs after all requirements are met. For admission, students must have a minimum 2.50 GPA, complete the initial education courses and related field experiences, pass the PRAXIS I examination with a minimum combined score of 513, complete specific English and Speech coursework with a minimum grade of C, complete introductory professional education courses (TE100, 204, and 206) with a minimum grade of C, select one field endorsement or two subject endorsements, receive advisor's approval, and complete required forms. Beginning in the fall 2013, the minimum GPA for admission to Teacher Education will be 2.75. To student teach, a student must complete the remaining professional sequence courses and field experiences, have a minimum 2.50 GPA, complete methods courses for specific endorsements and respective field experience courses, complete 24 hours in subject endorsements or 80% of the requirements of field endorsements, be approved by the department(s) offering the endorsement(s), and complete an application to student teach. Before he or she successfully completes student teaching, the student must have demonstrated 15 competencies related to Learning and the Learner, Instruction and Professional Practice that satisfies the cooperating teacher and UNK supervisor. Beginning in the fall 2013, the minimum GPA for admission to student teaching will be 2.75. All endorsement programs complete at least 100 hours of supervised clinical experiences prior to student teaching. All K-12 endorsement programs (Art, Music, Physical Education) and all secondary (7-12) endorsements programs (such as History, English, etc.) complete the minimum 100 hours of supervised experiences--typically during the Junior/Senior semesters. Candidates in the Elementary Education, Mild/Moderate Special Education K-6, and Early Childhood Unified programs complete 150 clock hours prior to student teaching. Not counted in this report are field experiences completed prior to admission into the programs. All traditional candidates are required to complete a minimum of 640 clock hours within a 16 week student teaching assignment. Candidates pursuing more than one field endorsement are required to complete an 800 clock hour/20 week student teaching assignment. Initiatives currently being undertaken: 1. Beginning in the Fall 2013, the minimum GPA for admission into Teacher Education and admission to Student Teaching will be 2.75. 2. The scoring rubric for the Case Study of a Lesson Common Assessment was revised. Beginning with the 2012-2013 academic year, the revised rubric was implemented in all initial teaching endorsement programs. The most significant change was increasing the post-lesson reflective component. 3. Effective Fall 2013, all candidates pursuing more than one endorsement will be required to complete the Case Study of a Classroom Common Assessment in all endorsement areas being pursued. 4. Effective Fall 2014, the Praxis II Content Exam will be required for initial candidates in nearly every endorsement area. 5. Effective Fall 2013, candidates pursuing more than one endorsement will be required to complete the Case Study of a Classroom (TE400) common assessment in each of their student teaching placements. was revised to more precisely define requirements for candidate reflections on anticipating connections between P-12 learner characteristics and specific instructional differentiation (revised fall 2008 and implemented spring 2009), Impacting P-12 learners: use of data and reflective ability. 6. Effective Fall 2012 (as mandated by the University of Nebraska--Board of Regents) all degree programs on the campus are limited to 120 credit hours. A unit request for a waiver to this rule for selected initial endorsement programs, due to its potential negative impact on candidates' content knowledge, was denied. Data Driven Changes From 2007-2012: Changes in

Assessment 1. Replaced LiveText with TaskStream. Task Stream was selected due to its enhanced data analysis capacities. 2. Prior to 2007, candidates seeking multiple endorsements were only required to submit one Case Study of a Unit Plan during student teaching which resulted in less data being available to programs since the endorsement for which it was created was the only one that received the data. Since 2007-08 candidates have been required to submit a Case Study of a Unit Plan for each endorsement earned thus creating a more accurate data "picture" for each endorsement program. 3. TE 400: The Case Study of A Classroom was revised to more precisely define requirements for candidate reflections on anticipating connections between P-12 learner characteristics and specific instructional differentiation (revised fall 2008 and implemented spring 2009). A key point of emphasis was more critical reflection regarding how the data gathered potentially impacts P-12 learning. 4. TE 400: The Case Study of a Unit Plan scoring rubric was revised to use two separate traits instead of one to more specifically focus candidates upon Assessment Strategies and Evaluation of Learning in a more precisely defined manner than previously done (revised fall 2008, piloted spring 2009 and implemented fall 2009) and provide more specific focus on sub-groups of students with shared needs and individuals with specific needs. Impacting P-12 learners: assessment and use of data to reflect on student learning 5. TE 400: The scoring criteria for Student Teacher Evaluation Form (STEF) was revised to more precisely focus candidates and evaluators expectations into six separate rubrics and reporting six scores instead of one global score (revised 2008 and implemented spring 2009). These changes imparted more emphasis on Assessment, Management, and Instructional Delivery and emphasized that candidates are expected to meet criteria for each rubric. Data has been reported since 2005 in different tables and has been used for analysis by the unit and programs that way. 6. In 2006-07 Level I and II common assessments continued to be collected but were no longer entered into the data base because there was more data than technology or time available to summarize, analyze and use. Letter grades for the courses TE 100, 204, and 206 were substituted as the assessments because candidates could not pass the courses unless the common assessments were completed successfully. In 2008 TE 206 piloted the implementation of TaskStream and in 2009 its use was extended to Level I TE 100 and Level II TE 204 to facilitate the KASE Office newly developed candidate tracking system and to reinforce use of the common assessments by using it to collect the data. 7. The Level III common assessments Case Study of a Lesson and the Field Experience Checklist have been revised to use a standard scoring system, as faculty members were adapting the scoring system for their own use. Data collection for Case Study of a Lesson has been changed from being collected from methods courses to selected field experiences to encourage candidates to try their lessons in actual teaching settings to gain a better understanding of implementation.

Professional Sequence Course Changes TE 100: 1. Added assignment on differentiated learning fall 2009 which includes library search on differentiated instruction. Knowledge of learning theory and maximizing P-12 learning 2. Observe strategies when on school visits and have as topic in principal's orientation topic. Knowledge of learning theory and maximizing P-12 learning TE 204: 1. Read Wall Street Journal article on developmental levels. Knowledge of learning theory and maximizing P-12 learning 2. Child development, developmental learning centers for specific learners and designing centers/strategies around curriculum. Differentiating Instruction to meet needs of all learners 3. Disability PowerPoints to tap into creativity and technology. Differentiating Instruction to meet needs of all learners TE 206: 1. A contract approach is used where the candidate chooses the type of project to be completed and how it is to be done. Three projects are completed which covers about 2/3 of the semester. Differentiating Instruction to meet needs of all learners 2. Applications of technology use to differentiate instruction are discussed in course. Differentiating Instruction to meet needs of all learners TE 306: 1. Required UDL and differentiation components for all assignments; students learn how to differentiate instruction and assignments/assessments. Impacting P-12 learners: assessment and use of data to reflect on student learning 2. Candidates must include UDL in reflection and provide differentiation strategies in all lesson plan assignments. Differentiating Instruction to meet needs of all learners 3. Instructors model differentiation by providing choice in assignments and demonstrating possible strategies. Differentiating Instruction to meet needs of all learners TE 319: 1. Assessment projects were revised and made more specific in requirements to emphasize impact on P-12 Learners. Impacting P-12 learners: assessment and use of data to reflect on student learning Unit-wide Professional Education Courses:

1.Task Stream will be a required tool in all professional courses beginning in 2010/11 for candidates to use for lesson and unit planning as well as assessment development. 2. Professional Development Committee was developed in fall 2009 and convened in 2010 to develop a unit-wide professional development series focused on responding to data analyses at initial certification level and advanced/other education levels with a specific focus on differentiated instruction and the Conceptual Framework themes of diversity, technology, and democracy. 3. A three year professional development program for all professional education faculty about concepts of differentiated instruction was completed in 2012.

### Supporting Files

University of Nebraska at Kearney

Traditional Program

2011-12

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